



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

people did do to adjust themselves to the conditions produced by the war and Reconstruction.

FREDERICK W. MOORE.

TEXT-BOOKS

A Text-Book in the History of Education. By PAUL MONROE, Ph.D., Professor in the History of Education, Teachers College, Columbia University. (New York: The Macmillan Company; London: Macmillan and Company. 1905. Pp. xxiii, 772.)

THE most helpful, most interesting, and withal most suggestive division of the study of education for him who proposes to be a teacher is the history of the evolution of educational ideals and practices. It is a perspective, not a mere atmosphere, that the teacher needs, and this he never will get by mere experience (which teaches few persons anything), or by mere psychology, or indeed by any mere methodology that narrows his vision and tends to make him dependent, local, and provincial. One reason that the history of education has not been more popular as a subject for study is that too many who are going into the work of teaching want something which they can immediately apply or something which is difficult to understand. That which they can immediately apply is "methods"; that which is difficult to understand but which impresses them as necessary is psychology, or rather, the language of psychology. Another reason is the meagre provision of suitable text-books on the subject. The quality is by no means equal to the number.

When Professor Laurie's *Historical Survey of Pre-Christian Education* appeared, it was hailed with delight, and rightly. Mr. Monroe did us great service when he prepared his *Source Book* (1901), covering the same period as Laurie, and now in this book he has put us still more in his debt, because this is really his *opus majus*, of which his other books published or to be published are illustrations and explanations.

In the scope of the work it is worthy of remark that there is no mention of the Hebrews or the Egyptians. The Chinese certainly furnish an excellent opportunity to point a moral, but to give this nation a whole chapter and to ignore entirely the consideration of a nation that has influenced our lives as much as has the Hebrew nation deserves explanation. The general method of presentation seems to be to find out first upon what philosophic basis the system of education was formed and then to discuss the particular men and their contributions to social, political, and educational progress. This is a reaction against the extreme biographical style of some of the earlier books on this subject, but in many instances I think the author presupposes too much knowledge on the part of his readers, who may have to re-read the first portion of a chapter in the light of the second. In other words, the reader is told what general conclusions the author has arrived at, and reads the rest of the chapter to verify these from evidence submitted. The historical is too often sacrificed to the philosophical.

The treatment of Greek education is on the whole satisfactory, but as in most histories the real significance of Spartan education in its relation to the life of the people, its magnificent opportunities, and its equally magnificent failure might have been made more telling. Müller's *Dorians* ought to find a place on the reference list, and certainly the absence of Jowett's *Plato* and Newman's *Aristotle* is very conspicuous. In his treatment of rhetorical schools at Rome Mr. Monroe merely hints at what is really a very interesting and important fact that has a special lesson for us, namely, that while the education of these schools under the Republic was a definitely practical one, it had only a disciplinary value under the Empire; for social life and political opportunity had entirely changed, but the curriculum had remained fixed. The rise and influence of universities is traced in a very interesting manner, but one looks in vain for any account of Oxford and Cambridge. Similarly it seems that Roger Bacon might deserve more than mere mention. Among selected references for the chapter on the Reformation Arthur F. Leach's *English Schools at the Reformation, 1546-1548* (Westminster, 1896), should have a place, as clearly many of the facts in the chapter are taken from it and it is referred to in "Topics for Further Investigation" (p. 441). This is an exceptionally good book and ought to be in the library of every department of education.

The treatment of modern education is well done, although one misses certain phases of the movement that no doubt the author would have treated had space allowed. A book to have definite value must be after all a revelation of one's attitude, and one's friends in literature and history must be chosen just as in one's daily life. Mr. Monroe can certainly justify his selections and, take it all in all, has given us a book that is the most useful text-book on the subject that has yet appeared.

It is to be hoped that when the book goes into a second edition there will be some corrections made, for the work gives evidence of hurried preparation (in certain infelicities of style) and of lack of careful proof-reading; for instance, the sentence (p. 194) "Suetonius mentions Crates of Mallos, a Greek ambassador to Rome, who met with an accident through falling into an open sewer and was thus detained at Rome (157 B. C.) as the first Greek teacher there." "Erigena" (p. 278) is usually known as Erigena, and he was invited by Charles the Bald, not the Bold. Mahaffy's book is *The Greek World under Roman Sway*—not "Survey" (p. 218). The reference on page 503 to Munroe's *The Educational School* is probably meant for James Phinney Munroe's *The Educational Ideal*. Owen's *Skeptics of the French Renaissance* appears twice on page 502 in the list of references on Montaigne. The first Humanist school-master appears as "Vittorino" on page 376 and "Vitterino" on pages 398 and 399 and in the index. As in many another case, the majority is not right. The school over which Mulcaster presided is known as Merchant Taylor's rather than as "the Merchant Tailors' School".

These, with some lapses in the index, are some of the mere surface defects which mar but which are as easy of correction as of discernment.

GEORGE H. LOCKE.

Political History of Europe from 1815 to 1848. Based on Continental authorities. By B. H. CARROLL, Jr., Ph.D. (Waco, Texas: Baylor University Press. [1906.] Pp. 221.)

THIS volume "is intended to give American Students an accurate if somewhat succinct account of the course of Post-Napoleonic European Political History", and "does not pretend to be more than a compilation from the best and most accessible and usually untranslated continental authorities". The views expressed, however, it is declared, "sometimes differ so materially" from those of the authorities consulted "that the author begs leave . . . to assume responsibility for them". No further indication is given in the narrative proper of these portentous differences, but probably the "authorities" would regard this introductory chapter as sufficiently representative of them. Our author goes on to remark (p. 13) that "The period from the Fall of Napoleon I. to the Fall of Napoleon III. is an era almost unknown to American students", though "it is an era vastly important, for modern history; that is to say political history, in the true sense of the term, begins after the fall of that genius of war and politics". Having thus airily dismissed the preceding ages, Mr. Carroll suddenly but perhaps logically branches off "to note some things that History is not". History is declared not to be sociology and not to be political economy (for "Whatever they may do in the future, Labor and Capital, Progress and Poverty, Dives and Lazarus have not yet made History"); "It is not the mere record of wars and battles", but "Concretely History is the record of the struggle of the great powers of the world against other", and "Internally the history is the record of the attempt to lay hand on the wires of diplomacy and the hilt of the sword" (pp. 14-15). The development of states is mathematically presented as a simple equation of contest (thus "France against England equals the rise of the United States", p. 17); somewhat unexpectedly, however, this lucid statement ends with the tame conclusion (p. 18) that "Our task is none other than to show how the countries of the Continent provided themselves with constitutions."

The Baylor University Press has treated Mr. Carroll's book villainously, and some parts are almost unintelligible. The author was apparently in too great haste to attend much to the medium of his thoughts. Present and past tenses and conditions are mixed up indiscriminately, and extraordinary language is indulged in.

It is difficult to deal with entire fairness with a book of this character, and the reviewer confesses that he approached the narrative with some preconceptions. As a matter of fact, most of it is fairly good, and the characterizations of public men are at times excellent (the sketch of Metternich is stated (p. 42) to be based largely on Lord's